



Prime areas

	<u>Personal, Social and Emotional Development</u>	<u>Communication and Language</u>	<u>Physical Development</u>
 <p>16-26 months</p>	<p><u>Making relationships</u></p> <ul style="list-style-type: none"> Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. Responds to a few appropriate boundaries, with encouragement and support. Begins to learn that some things are theirs, some things are shared, and some things belong to other people. 	<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear. <p><u>Understanding</u></p> <ul style="list-style-type: none"> Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences (e.g. 'Throw the ball.') <p><u>Speaking</u></p> <ul style="list-style-type: none"> Copies familiar expressions, e.g. 'Oh dear', 'All gone'. Beginning to put two words together (e.g. 'want ball', 'more juice'). Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Beginning to ask simple questions. Beginning to talk about people and things that are not present. 	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> Walks upstairs holding hand of adult. Comes downstairs backwards on knees (crawling). Beginning to balance blocks to build a small tower. Makes connections between their movement and the marks they make. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> Develops own likes and dislikes in food and drink. Willing to try new food textures and tastes. Holds cup with both hands and drinks without much spilling. Clearly communicates wet or soiled nappy or pants. Shows some awareness of bladder and bowel urges. Shows awareness of what a potty or toilet is used for. Shows a desire to help with dressing/undressing and hygiene routines.

Specific areas

	<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding of the World</u>	<u>Expressive Arts and Design</u>
 <p>16-26 months</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Interested in books and rhymes and may have favourites. <p><u>Writing</u></p> <p><i>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</i></p>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> • Knows that things exist, even when out of sight. • Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. • Says some counting words randomly. <p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> • Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. • Uses blocks to create their own simple structures and arrangements. • Enjoys filling and emptying containers. • Associates a sequence of actions with daily routines. • Beginning to understand that things might happen 'now'. 	<p><u>People and communities</u></p> <ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. • Enjoys pictures and stories about themselves, their families and other people. <p><u>The world</u></p> <ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on teapot. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Expresses self through physical action and sound. • Pretends that one object represents another, especially when objects have characteristics in common.